

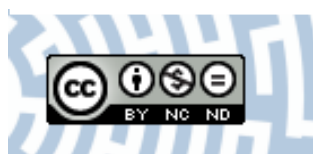


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Preface

We resolved to start publishing this journal thinking that despite the fact that Poland has a strong position in second language acquisition research and that quite a large number of monographic publications in this area come out every year—often published abroad with Multilingual Matters or Springer, among others—yet there is no academic research-oriented journal devoted to the theory and practice of SLA which would be widely available to Polish academia. The other existing journal, *Studies in Second Language Learning and Teaching* published by Adam Mickiewicz University (Kalisz-Poznań), emphasizes the role of classroom-oriented research, and so its particular focus complements this new journal by presenting foreign language pedagogy and its classroom applications. The origins of our journal also lie in the success of the *International Conference on Second/ Foreign Language Acquisition* which has been organized for almost thirty years by the Institute of English at the University of Silesia. It gathers together each year many Polish and foreign academics and focuses on often un-researched issues and fairly new trends in SLA. Papers falling within the leading theme of each conference are usually edited and published in the form of a monograph, but there are also many studies presented in research areas not directly related to the main theme. Since many of these are of a high academic standard, we resolved to open a channel for their publication, alongside other original articles and submissions. We believe that our new journal will serve an important need in projecting new and interesting research in SLA.

This is the third issue of our journal, which is published bi-annually and consists of articles submitted to us directly or solicited (by invitation). Each text is peer-reviewed in a double blind referring process by referees of the Editorial Board and beyond. The Editorial Board consists of both Polish scholars and foreign experts in the area, and represents the wide range of research interests of its members. All updated information on the journal is available on its new website at www.journals.us.edu.pl/index.php/TAPSLA. Like the previous issue,

which was published in the first part of 2016, this issue of the journal is also available in electronic form.

We hope that this journal to some extent fills a gap in the Polish journal publishing market and that it will be of interest to researchers working in the field of second language acquisition. We would like to invite Polish and foreign academics to share their scholarly research with us by submitting their work to the *Theory and Practice of Second Language Acquisition* journal, which is published by the prestigious Polish academic publisher, Wydawnictwo Uniwersytetu Śląskiego (University of Silesia Press).

The present issue consists of articles in various areas of SLA and also research in multilingualism, supplemented with two papers strictly related to aspects of foreign language teaching.

In the incessant quest for recognition of the true role of motivation in foreign language learning, Mirosław Pawlak offers another interesting perspective, viewing the motivational system as encompassing a vital component of integrativeness, which is analyzed relative to three dimensions: an ideal self, an ought-to self, and L2 learning experiences. This intriguing insight, which results from a qualitative study, reveals a number of additional factors which take part in the shaping of motivational background.

Ingrid Bello-Rodzeń recognizes the role of new technologies and the development of the blogosphere as increasingly important factors in promoting and shaping multilingualism, not just in the bloggers themselves, but in their children, whose multilingual development often becomes the main theme of their narratives.

The theme of modern technologies used in communication is also addressed in the paper by Anna Turula, who focuses on the application of IT devices to the teaching of a foreign language. As the text reveals, a new realm of opportunities, but also problems, emerges at the meeting point between the digital and the real worlds.

In a world of massive migrations, problems encountered by migrant children deserve special attention. One such problem is selective mutism, which affects a much bigger proportion of immigrant children than was initially assumed. The longitudinal case study by Lindsey R. Leacox, Margarita Meza, and Tammy Gregersen demonstrates the positive outcomes of pet-assisted therapy, against the background of music therapy and laughter therapy, offering some interesting implications and conclusions.

In the context of changing views on the significance of the native-speaker as a language model, influenced by English as a lingua franca methodology, the study by Aleksandra Szymańska-Tworek confronts the recent methodological trends with the opinions of pre-service teachers of English. It turns out that while they are ready to embrace multicultural diversity, they are quite reluctant to accept too much linguistic variability in the teaching materials.

We can never predict exactly where our second language skills are going to prove useful. Sometimes a unique ability or proficiency in a rarely practiced genre can boost our value as a much sought-after employee. Several interesting hints on how to develop the uncommon skill of composing obituaries English are offered by Grzegorz Cebrat, who decided to translate the results of his in-depth discourse analytic study into a practical teaching procedure.

We hope that this issue of our journal will generate interest in its readers for the variety it offers as well as innovative topics presented by the contributors.

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